

**FOUNDATION PROGRAM, DHOFAR UNIVERSITY**  
**LEVEL TWO (102B) STUDY PLAN – READING AND WRITING**  
**TERM ONE FALL, 2016 – 2017 COURSE BOOK: UNLOCK A2**

WEEK & DATE	UNIT	VIDEO	READING	VOCABULARY	GRAMMAR	CRITICAL THINKING	WRITING	PORTFOLIO & RESEARCH REPORT
Week 1 4 – 8 Sept	<b>Introduction to the Course</b>							
Week 2 11-15 Sept	<b>Eid Al Adha Holidays</b>							
Week 3 18- 22 Sept	<b>1. PLACES</b> ➤ Rise of the megacities ➤ Homestay holidays	Life in faraway places	<b>Key reading skill:</b> Scanning for numbers • Understanding key vocabulary • Making predictions • Reading for detail and scanning to find information and predict content • Working out meaning • Making inferences R: 1, 2, 3, 4, 5, 6, 7, 8	Vocabulary to <b>describe places</b> (e.g. exciting, interesting, polluted, noisy, boring)	• Nouns, verbs and adjectives • Sentence structure: subject verb • There is/there are W: 4, 6, 8	• Understanding the differences between two texts • Evaluate information using a T-chart • Analyze positives and negatives using a T-chart • Create a T-chart to organize ideas R: 5, 8, 9	• <b>Skill:</b> Capital letters and full stops • <b>Type:</b> Descriptive sentences • <b>Task:</b> Describe the place where you live. Write about the positives and negatives W: 3, 4, 6, 9, 13, 14	<b>Task 1:</b> Write about the positives and negatives of any city (in Oman) you like. Initial self-assessment W: 1, 2, 4, 6, 12, 13, 14
Week 4 25- 29 Sept	<b>2. FESTIVALS AND CELEBRATIONS</b> ➤ Celebrate! ➤ Muscat Festival	Festivals: Mongolia	<b>Key reading skill:</b> Previewing • Understanding key vocabulary • Reading for main ideas • Reading for detail • Scanning predict content • Recognize text type R: 1, 2, 3, 4, 5, 6, 7, 8	Vocabulary to <b>describe festivals</b> (e.g. lucky, culture, traditional, history, highlights)	• Prepositions of time and place: <b>in, on, at</b> • Adverbs of frequency • Sentence structure subject and verb order • Prepositional phrases W: 4, 6	• Apply your knowledge to calendar • Evaluate events in your country from outsider's point of view • Create a spider diagram to organize ideas R: 5, 8, 9	• <b>Skill:</b> Paragraph organization • <b>Type:</b> Descriptive paragraph • <b>Task:</b> Describe a festival or a special event W: 4, 5, 6, 9, 13, 14	<b>Task 2:</b> Describe a celebration in your country. W: 1, 2, 4, 6, 12, 13, 14 INTRODUCTION TO PROJECT
Week 5 2- 6 Oct	<b>3. SCHOOL AND EDUCATION</b> ➤ La Masia: the best footballers in the world ➤ My Princeford experience	A reading class	<b>Key reading skill:</b> Skimming • Understanding key vocabulary • Using visuals to predict content • Reading for main idea and details • Understanding discourse • Making inferences R: 1, 2, 3, 4, 5, 6, 7, 8	Vocabulary to <b>describe education</b> (e.g. a principal, a lecturer, a lab, a graduate, an office)	• Plural nouns • Subject pronouns • Because and so W: 4, 6, 7	• Remember information from texts • Analyze information in your notes • Create a wh- chart to organize information R: 5, 8, 9	• <b>Skill:</b> topic and supporting sentences • <b>Type:</b> Descriptive paragraph • <b>Task:</b> Describe your education W: 4, 5, 6, 9, 13, 14	<b>Task 3:</b> Describe the education of any one of your family members. Extensive Reading 1 (R11) W: 1, 2, 4, 6, 12, 13, 14 THE MECHANICS OF WRITING A REPORT AND FORMING GROUPS

	<b>Informal e-mails</b>	<b>Portfolio</b>					<b>Task 4:</b> Write an email to your friend who lives abroad and describe a trip you went on last week. W11	
<b>Week 6</b> 9-13 Oct	<b>4. THE INTERNET AND TECHNOLOGY</b> ➤ <b>Somebody is always watching you online</b> ➤ <b>Video games</b>	The rise of social media	<b>Key reading skill:</b> Making inferences • Scanning for predictions/main idea • Reading for details • Understanding key vocabulary R: 1, 2, 3, 4, 5, 6, 7, 8	Vocabulary to describe the <b>internet and technology</b> (e.g. an online game, a computer program, a chat room, internet banking, a Smartphone)	<ul style="list-style-type: none"> <li>• compound nouns</li> <li>• giving opinion</li> <li>• and/so/but</li> <li>• but/however</li> </ul> W: 4, 6, 7	<ul style="list-style-type: none"> <li>• analyze an essay question</li> <li>• evaluate advantages and disadvantages</li> <li>• create your own list of advantages and disadvantages</li> </ul> R: 5, 8, 9	<ul style="list-style-type: none"> <li>• <b>Skill:</b> topic sentences</li> <li>• <b>Type:</b> one-sided opinion paragraph</li> <li>• <b>Task:</b> The internet has made our lives better. Do you agree or disagree?</li> </ul> W: 4, 5, 6, 9, 13, 14	<b>Task 5:</b> Write about the advantages and disadvantages of mobile phones. W: 1, 2, 4, 6, 12, 13, 14 <b>BRAINSTORMING THE PURPOSE OF THE SURVEY AND THE SURVEY QUESTIONS</b>
<b>Week 7</b> 16-20 Oct	<b>5. LANGUAGE AND COMMUNICATION</b> ➤ <b>Writing systems</b> ➤ <b>Language change: a study guide</b>	The importance of codes	<b>Key reading skill:</b> • Reading for main idea and detail • Understanding key vocabulary • Recognizing text type • Scanning to predict content • Making inferences R: 1, 2, 3, 4, 5, 6, 7, 8	Vocabulary to <b>describe language and communication</b> ( e.g. sign, symbol, information, money, word)	<ul style="list-style-type: none"> <li>• Countable and uncountable nouns</li> <li>• <i>a, an,</i> or no article</li> <li>• quantifiers: some, many, a lot of, a few, a little</li> </ul> W: 4, 6	<ul style="list-style-type: none"> <li>• evaluate ideas and examples using an ideas map</li> <li>• create ideas and examples/evidence</li> </ul> R: 5, 8, 9	<ul style="list-style-type: none"> <li>• <b>Skill:</b> supporting sentences</li> <li>• <b>Type:</b> giving example: like, such as, and for example</li> <li>• <b>Task:</b> How is your language different from 50 years ago? Describe the way that people speak and write your language has changed</li> </ul> W: 4, 5, 6, 9, 13, 14	<b>Task 6:</b> Write about the differences between two languages you know. Extensive Reading 2 (R11) W: 1, 2, 4, 6, 12, 13, 14 <b>RESEARCH-CONDUCT SURVEY</b>
<b>Week 8</b> 23-27 Oct	<b>Revision &amp; Mid-Term Assessment</b>							
<b>Week 9</b> 30 Oct- 3 Nov	<b>6. WEATHER AND CLIMATE</b> ➤ <b>Extreme weather</b> ➤ <b>Surviving the sea of sand</b>	Storm chasers	<b>Key reading skill:</b> Using background knowledge to predict content • Understanding key vocabulary • Reading for main idea • Reading for detail • Recognizing text type R: 1, 2, 3, 4, 5, 6, 7, 8	Vocabulary to <b>describe temperature and graphs</b> ( high, low, rise, drop, an increase, a decrease)	<ul style="list-style-type: none"> <li>• Collocations with temperature</li> <li>• Describing a graph</li> <li>• Comparative and superlative</li> </ul> W: 4, 6	<ul style="list-style-type: none"> <li>• Analyze a graph</li> <li>• Evaluate a table and a graph</li> </ul> R: 5, 8, 9	<ul style="list-style-type: none"> <li>• <b>Skill:</b> introductory sentences for descriptive paragraphs about the graph.</li> <li>• <b>Type:</b> Write sentences to describe a graph</li> <li>• <b>Task:</b> describe a graph</li> </ul> W: 4, 5, 6, 9, 13, 14	<b>Task 7:</b> Describe the graphs. Extensive Reading 3 (R11) W: 1, 2, 4, 6, 12, 13, 14 <b>NOTE TAKING AND SUMMERIZATION USING INTERNET SEARCH AND ELECTRONIC RESOURCES</b>

<p>Week 10 6-10 Nov</p>	<p><b>7. SPORTS AND COMPETITION</b></p> <ul style="list-style-type: none"> <li>➤ <b>Five strange sports</b></li> <li>➤ <b>Tough man: a race to the limit</b></li> </ul>	<p>Sports and competition</p>	<p><b>Key reading skill:</b></p> <ul style="list-style-type: none"> <li>• Scanning to predict content &amp; skimming</li> <li>• Understanding key vocabulary &amp; Reading for main ideas and detail</li> <li>• Recognizing text type</li> <li>• Previewing</li> <li>• Working out meaning</li> </ul> <p>R: 1, 2, 3, 4, 5, 6, 7, 8</p>	<p>Vocabulary to <b>describe prepositions of movement</b> ( e.g. past, through, across, along, over)</p>	<ul style="list-style-type: none"> <li>• prepositions of movement</li> <li>• subject verb agreement</li> </ul> <p>W: 4, 6</p>	<ul style="list-style-type: none"> <li>• analyze a diagram/graph</li> <li>• Evaluate a table and a graph</li> </ul> <p>R: 5, 8, 9</p>	<ul style="list-style-type: none"> <li>• <b>Skill:</b> ordering events in a process Eliminating irrelevancies</li> <li>• <b>Type:</b> process paragraph</li> <li>• <b>Task:</b> Write a process paragraph to describe the Sydney triathlon</li> </ul> <p>W: 4, 5, 6, 9, 10, 13, 14</p>	<p><b>Task 8:</b> Describe a sport/game (process/rules).</p> <p>Book Review 1 (R10) W: 1, 2, 4, 6, 12, 13, 14 <b>ANALYSE, INTERPRET APA STYLE OF REFERENCING</b></p>
<p>Week 11 13- 17 Nov</p>	<p><b>8. BUSINESS</b></p> <ul style="list-style-type: none"> <li>➤ <b>Are you ready for the world of work?</b></li> <li><b>You can choose your grandma</b></li> </ul>	<p>The changing world of business</p>	<p><b>Key reading skill:</b></p> <ul style="list-style-type: none"> <li>• Working out meaning from context</li> <li>• Understanding key vocabulary</li> <li>• Reading for main idea</li> <li>• Reading for detail</li> <li>• Skimming</li> <li>• Work out meaning</li> <li>• Making inferences</li> <li>• Scanning to predict content</li> </ul> <p>R: 1, 2, 3, 4, 5, 6, 7,8</p>	<p>Vocabulary to <b>describe business</b> ( e.g. set up, a business partner, an employee, employ, a product)</p>	<p>Collocations with business Past and present tenses Clauses with when</p> <p>W: 3, 4, 6, 9</p>	<ul style="list-style-type: none"> <li>• Analyze a spider diagram</li> <li>• Create a timeline to organize events</li> </ul> <p>R: 5, 8, 9</p>	<ul style="list-style-type: none"> <li>• <b>Skill:</b> adding detail</li> <li>• <b>Type:</b> Narrative Paragraph</li> <li>• <b>Task:</b> Write a narrative paragraph about the business history of Google.</li> </ul> <p>W: 1, 4, 5, 6, 9, 13, 14</p>	<p><b>Task 9:</b> Write about the history of any business or company you know.</p> <p>Book Review 2 (R10) W: 1, 2, 4, 6, 12, 13, 14 <b>WRITE THE FIRST DRAFT OF THE REPORT (300 WORDS)</b></p>
<p>Week 12 20-24 Nov</p>	<p><b>9. PEOPLE</b></p> <ul style="list-style-type: none"> <li>➤ <b>Respect! People I admire</b></li> </ul>	<p>Mine Rescue</p>	<p><b>Key reading skill:</b></p> <ul style="list-style-type: none"> <li>• Reading for detail</li> <li>• Understanding key vocabulary</li> <li>• Scanning to predict content</li> <li>• Reading for main ideas</li> <li>• Identifying purpose</li> <li>• Making inferences</li> </ul> <p>R: 1, 2, 3, 4, 5, 6, 7,8</p>	<p>Vocabulary to <b>describe people</b> (e.g. <i>reliable, talented, patient, sensible, selfish</i>)</p>	<p>Noun phrases with <i>of</i> Adjectives to describe people <b>Grammar for writing:</b></p> <ul style="list-style-type: none"> <li>• Developing sentence structure</li> <li>• Infinitive of purpose</li> </ul> <p>W: 3, 4, 6, 9</p>	<ul style="list-style-type: none"> <li>• Apply information to a category</li> <li>• Analyze photographs</li> <li>• Create an idea wheel to categorize information</li> </ul> <p>R: 5, 8, 9</p>	<ul style="list-style-type: none"> <li>• <b>Skill: Concluding sentences</b></li> <li>• <b>Type:</b> Write an explanatory paragraph</li> <li>• <b>Task:</b> Describe a person you admire and explain why.</li> </ul> <p>W: 1, 4, 5, 6, 9, 13, 14</p>	<p><b>Task-10:</b> Write about a famous person you admire and explain why</p> <p>W: 1, 2, 4, 6, 12, 13, 14 <b>Final self-assessment</b> EDIT THE REPORT</p>
<p><b>National Day Holidays ( Tentative)</b></p>								
<p>Week 13 27Nov-1Dec</p>	<p><b>Continuation of U9</b></p>							<p><b>SUBMIT THE FINAL REPORT</b></p>
<p>Week 14 4Dec-8Dec</p>	<p><b>Last day of classes and Final Exams</b></p>							

## **LEARNING OUTCOMES**

### **READING:**

- R1:** Interpret information from phone books, schedules, labels, newspapers and forms
- R2:** Predict the content of a text using the title and given visual prompts
- R3:** Identify main idea, supporting details, sequence, and common transitions (e.g. first, next) in simplified or adapted short texts on a familiar topic
- R4:** Skim a text for main ideas
- R5:** Scan a text for specific information from a short text
- R6:** Identify ideas expressed as true or false
- R7:** Guess the meaning of words from context.
- R8:** Use a graphic organizer to organize information, ideas, words (e.g. word web, Venn diagram, timeline, K-W-L chart)
- R9:** Extract basic information from various forms of charts, graphs, illustration and photographs
- R10:** Reflect on the passages they have read and write in a journal entry (Portfolio)

**R11:** Read an extensive text broadly relevant to the students' area of study (1 to 2 pages) and respond to questions that require analytical skills, e.g., prediction, deduction, inference (Portfolio)

### **VOCABULARY STRATEGIES:**

- V1:** Extend vocabulary through specific strategies - word-formation with prefixes and suffixes, core element of words - to determine meaning from context (Portfolio)
- V2:** Use context clues to derive meaning of words
- V3:** Identify vocabulary including common antonyms and synonyms [e.g. open/close (antonym), wash/clean (synonym)] as well as common roots and prefixes/suffixes, and transition words
- V4:** Record new vocabulary in organized form (e.g. personal dictionary, index cards) and use as a resource when writing (Portfolio)

### **WRITING:**

- W1:** Reflect on the passages they have read and write in a journal entry (Portfolio)
- W2:** Write about what the author said in their own words (Portfolio)
- W3:** Construct sentences using a variety of dependent clauses (e.g. I know where he lives; When I eat too much, I get sick.)
- W4:** Use basic grammatical structures (e.g. simple present, past and simple future verb tenses, past and present continuous; common singular and plural)
- W5:** Develop ideas through pre-writing activities (e.g. free writing, mind mapping)
- W6:** Use commas, and apostrophes and other basic punctuation marks
- W7:** Connect several related sentences (e.g. using transition words, conjunctions and pronouns)
- W8:** Edit a series of sentences for capitalization, punctuation, and spelling
- W9:** Write affirmative sentences, formulaic questions (yes/no, WH) (Portfolio)
- W10:** Sequence steps or events, to give instructions, tell a story, or explain a process
- W11:** Write a simple letter or message for formal or informal purposes (e.g. email message)
- W12:** Write a simple paragraph based on personal experience or a simple theme with questions (100 – 125 words)
- W13:** Write a descriptive/Process/narrative paragraph
- W14:** Use correct spelling

## RESEARCH SKILLS

- RS1.** List the key ideas to guide search for information.
- RS2.** Find specific information using internet search engines and electronic resources.
- RS3.** Cite a source in accordance with academic conventions.
- RS4.** Summarise and paraphrase information in one's own words.
- RS5.** Differentiate paraphrases from summaries.
- RS6.** Paraphrase main ideas, events, or themes.
- RS7.** Show a mastery of the paper's correct, keyboarded physical format as specified by APA.
- RS8.** Write a research paper with a prescribed documentation style.
- RS9.** Summarize information from both print and electronic sources.
- RS10.** Write a research paper with a prescribed documentation style.
- RS11.** Recognize and avoid plagiarism through proper crediting.

## STUDY SKILLS

- SS1:** Work in pairs or groups and participate accordingly i.e. take turns, initiate a discussion, interrupt appropriately, express an opinion.
- SS2:** Describe learning experiences, challenges, insights in a daily journal.
- SS3:** Organise and maintain a system of recording vocabulary (keep a vocabulary log.)
- SS4:** Organise and maintain a portfolio of one's work.
- SS5:** Use an English-English dictionary.
- SS6:** Make decisions about their priorities, time, and resources.
- SS7:** Set realistic and manageable goals.
- SS8:** Create a timetable for their study.
- SS9:** Maintain a language portfolio that reflects progress.

# Vision, Mission, and Values

## Vision

The Foundation Program aspires to occupy a distinctive position amongst the Sultanate's GFPs by imparting quality education.

## Mission

The Foundation Program strives to equip students with quality, outcome-based education in a rich teacher-learner environment conducive to academic excellence and life-long learning.

## Values

- Academic excellence
- Individual responsibility
- Continuous improvement
- Active citizenship
- Life-long learning

### □ رؤية البرنامج :

يتطلع البرنامج التأسيسي إلى احتلال مكانة مرموقة بين البرامج التأسيسية في السلطنة من خلال توفير تعليم ذي جودة عالية

### □ رسالة البرنامج :

يسعى البرنامج التأسيسي لتزويد الطلبة بتعليم ذي جودة عالية يستند الى معايير المخرجات التعليمية في بيئة تشجع على التميز و التعلم المستمر.

### □ قيم البرنامج :

- التميز الأكاديمي
- تحمل المسؤولية الفردية
- تحسين القدرات الذاتية باستمرار
- المواطنة الفاعلة
- التعلم المستمر